

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Oldham-Ramona School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Mary Borgman, Team Leader, and Brenda Boyd, Team Member

Date of On Site Visit: October 11, 2012

Date of Report: November 15, 2012

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
- (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
- (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)

State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:15.01. IEPs for student transfers within state. If a student with a disability, who had an IEP that was in effect in a previous school district in the state, transfers to a new school district in the state, and enrolls in a new school within the same school year, the new school district, in consultation with the parents, shall provide FAPE to the student, including services comparable to those described in the student's IEP from the previous school district, until the new school district either:

- (1) Adopts the student's IEP from the previous school district; or
- (2) Develops, adopts, and implements a new IEP that meets the applicable requirements in this chapter.

ARSD 24:05:27:15.03. Transmittal of records for student transfers. To facilitate the transition for a transfer student described in §§ 24:05:27:15.01 and 24:05:27:15.02

- (1) The new school in which the student enrolls shall take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents

and any other records relating to the provision of special education and related services to the student, from the previous school in which the student was enrolled, pursuant to § 99.31(a)(2) of the federal Family Educational Rights and Privacy Act as amended to January 8, 2009; and

(2) The previous school in which the student was enrolled shall take reasonable steps to promptly respond to the request from the new school.

24:05:25:04.03. Determination of eligibility. Upon completing the administration of assessments and other evaluation measures as required by this chapter, the individual education program team and other qualified individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, and shall determine the educational needs of the child, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in ESEA, or lack of appropriate instruction in math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under chapter § 24:05:24.01.

Corrective Action:

Prong 1: Correct each individual case of noncompliance		
Timeline for Completion: 45 calendar days from the report date listed above.		
Student:	Required Action:	Data To Be Submitted:
Student File # 5: The student transferred to the District from within the state and was reported on the December 1 st , 2011 Child Count as Other Health Impaired (OHI). The District did not obtain a copy of the student's evaluation report, diagnosis, or Determination of Eligibility/Continued Eligibility document to confirm the student had been placed in the correct category. The student's IEP received by District stated the student was receiving services under the OHI category. In addition, the IEP referred to behaviors characteristic of an Attention Deficit Hyperactivity Disorder (ADHD) in the PLAAFPs and annual goals; thus, the District continued to serve the student under the OHI category.	<p>Since the District's on-site review, the team leader received a copy of the student's Determination of Eligibility/Continued Eligibility document and evaluation report. The evaluation report data supports the student's attention and behaviors were characteristic of ADHD and adversely impacting the student's education. The report refers to the student's ADHD "symptoms" and "possible diagnosis"; however, the DSM-IV criteria and a diagnosis were not documented in the Summary/Conclusions section of the report.</p> <p>The District must develop a policy and procedure for student transfers.</p> <p>For Student File #5: The District must pull forward</p>	<p>The District must submit:</p> <ol style="list-style-type: none">1. Documentation of the District's policy for obtaining a transfer student's records and the procedure the team will follow upon review of the records. <u>For Student File #5:</u>2. Prior Notices3. Skill-based Assessment Report4. Revised Evaluation report5. Determination of Eligibility/Continued Eligibility Document6. IEP

	the student's evaluation results, complete a skill-based attention assessment and written report, revise the student's evaluation report with inclusion of the student's diagnosis based on the DSM-IV criteria, determine eligibility, and develop an IEP.	
Date Data Submitted: Status:		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.
Required Action: <ul style="list-style-type: none"> The district must review and update its policy, procedure, and practice for receiving copies of transfer students' records. Implement policy and procedures addressed in Prong # 1
Data To Be Submitted: Data submitted for Prong # 1 will verify correction.
Target Date for Completion:
Date - Status Report:

24:05:14:14. Participation in assessments. All children with disabilities shall be included in all general state and district-wide assessment programs, including assessments described in the ESEA, with appropriate accommodations and alternate assessments if necessary and as indicated guidelines for the provision of appropriate accommodations.

The department's or local educational agencies' guidelines for the provision of appropriate accommodations shall:

- (1) Identify only those accommodations for each assessment that do not invalidate the score; and,
- (2) Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

Prong 1: Correct each individual case of noncompliance

Through a review of student files, data gathered by the team indicated accommodations/modifications were not consistently provided, used for instruction during the assessment administration or documented appropriately.

Student:	Required Action:	Data To Be Submitted:
Student File # 9 Student File # 10	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The district will review current policy/procedure to determine why discrepancies are occurring. 2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments. 3. Train IEP staff and testing coordinator in the procedures/process. 4. Implement procedures and collect data to verify accommodation are appropriately documented and provided during state/district assessments.	The district will collect and submit to SEP the following data: 1. Written description of the districts review process to identify why the discrepancies are occurring. 2. Written description of the process the district will implement to correct the discrepancies. 3. Training documentation to include the date staff training occurred, name of individual who provided the training and sign-in sheet with the names of all participants/position titles, who attended the training.
Timeline for Completion: March 15th, 2012		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.**Required Action:**

Implement policy/procedure/practice identified in Prong #1.

Data To Be Submitted:

Data submitted for Prong #1 will be used to verify correction.

Target Date for Completion:**Date - Status Report:**

State Performance Plan – Performance Indicators

Indicator 2 – Dropout Rate

Percent of youth with IEP's dropping out of high school.

State Target: 3.2%

District %: 0%

District Response: Our special education “transition” teacher devotes extra time with any struggling students re-teaching, reviewing, and teaching study skills in order to help them experience success during their high school career. Through this process, our struggling students understand the importance of their high school diploma and therefore do not drop out.

Oldham-Ramona District has revised its school policy manual to address excessive absences and ramifications for such policy infraction. In the past, those students who have dropped out initially had excessive absences which led to school frustration and eventually drop-out.

Mandatory attendance until age 18 has also directly had an influence on this higher percentage.

Indicator 3 – Participation/Performance on Assessment

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

State Target: 71% or higher, Reading

District %: 0%

District Response: There were (3) students included in the formula. Two of those students qualify for special education under SLD in reading, the other under OHI. The OHI student had excessive absences and therefore missed excessive time in the 2nd semester.

Oldham-Ramona District has revised its school policy manual to address excessive absences and ramifications for such policy infraction.

Additional individual instruction for those (2) SLD students was added to their IEP's; audio books were purchased in attempt to improve reading comprehension (while students simultaneously followed along with physical book). Reading fluency and comprehension data improved as reported via progress reports for both SLD students.